



## Early Journal Content on JSTOR, Free to Anyone in the World

This article is one of nearly 500,000 scholarly works digitized and made freely available to everyone in the world by JSTOR.

Known as the Early Journal Content, this set of works include research articles, news, letters, and other writings published in more than 200 of the oldest leading academic journals. The works date from the mid-seventeenth to the early twentieth centuries.

We encourage people to read and share the Early Journal Content openly and to tell others that this resource exists. People may post this content online or redistribute in any way for non-commercial purposes.

Read more about Early Journal Content at <http://about.jstor.org/participate-jstor/individuals/early-journal-content>.

JSTOR is a digital library of academic journals, books, and primary source objects. JSTOR helps people discover, use, and build upon a wide range of content through a powerful research and teaching platform, and preserves this content for future generations. JSTOR is part of ITHAKA, a not-for-profit organization that also includes Ithaka S+R and Portico. For more information about JSTOR, please contact [support@jstor.org](mailto:support@jstor.org).

ject further without waste of labor. This is followed up with a tolerably full bibliography, and finally there is a good index.

Naturally in a work covering so large a field, much of which is very imperfectly known, there is not infrequently room for difference of opinion; occasionally it seems to us that a statement is pushed too far, or is clearly erroneous. It is a pity to do anything, even unintentionally, to perpetuate a frequent mistake, as is done in the carelessly worded statement on page 202, "The work of the *Ecclesia* was mainly legislative." The popular assembly never legislated, in the proper sense of the term. But these are minor blemishes. On the whole the book may be cordially recommended to all who would find the more extended and special works in German difficult to use. All teachers of Greek history will find it, particularly the latter half of it, stimulating and helpful.

Thomas Dwight Goodell

Yale University

*Livy, Books XXI and XXII, with Introduction and Notes*, by J. B. GREENOUGH and TRACY PECK. College Series of Latin Authors. Boston: Ginn & Co.

As is stated in the preface, the scope and method of this volume of Livy are the same as those of Professor Greenough's edition of Books I and II in the same series. "The wants of *college students* have been kept steadily in view, and the chief object of the commentary is to stimulate such students and aid them in forming the habit of reading Latin *as Latin*, of apprehending thought in the Latin form and sequence, and of entering with intelligent sympathy into the workings of Livy's mind and his conception of his country's history and destiny."

In these days when so many American scholars are occupied in adapting German editions of the classics to the use of their own students, or even in translating them bodily into English, it is gratifying to take up a book which is prepared directly for the use of American students and designed to meet their special needs. In most cases the Latin course in our colleges begins with the reading of Livy, and unfortunately it usually falls to the lot of the freshman instructor to be obliged to initiate his students into the art of reading Latin, to teach them to grasp the meaning of Latin sentences from the original, following the order of the Latin words. He can give little or no time to matters which do not contribute directly to that end.

The plan which the editors of this volume have adopted is therefore a thoroughly good one, and it has been so consistently carried out as to give their book, and the companion edition of Livy I and II, a marked individuality. The reader is constantly reminded of the force of the order of the Latin words, the exact

meaning of particles, and the differences in signification of synonyms. Such notes cannot fail to be suggestive and helpful to all students and to many teachers.

In the notes on syntax, which are comparatively few, the same general aim is kept in view, and the shades of meaning expressed by certain uses of the moods and tenses are clearly pointed out. Due attention is given to the peculiarities of Livy's language and style.

The notes on history, antiquities, and topography are brief, but good: they are sufficient to enable the student to understand the narrative without distracting his attention by irrelevant matter.

The text is preceded by an introduction, which gives a brief account of the relations between Rome and Carthage, some account of Livy's authorities, and an estimate of his method of dealing with historical problems.

The press-work, as is usual in this series, is good, except that the italic *g's* seem to have suffered. On p. 48 *una legioni* occurs.

*John C. Rolfe*

*University of Michigan*

*Object Lessons and How to Give Them.* By GEORGE RICKS, London, Eng. Boston: D. C. Heath & Co.

The first series of the above-named little work consists of lessons upon the properties of material objects—size, form, color, surface, flavor, etc. These are followed by lessons upon different material objects, such as "A Basket of Vegetables", "A Brick", "A Carriage", "Pins and Needles", etc.

The second series consists of more advanced lessons of the same kind. With a little different, and more careful arrangement, it might serve as a working text-book in elementary physics.

The lessons are not without a certain degree of excellence in plan and matter. A quarter of a century, or more, ago, such lessons represented the best that could be done in the way of instruction with objects in the elementary schools. They closely resemble the "Object Lessons" presented by the exponents of the "Home and Colonial School for the Training of Teachers" in London, England. Thirty years ago, this school was instrumental in doing something of benefit for elementary instruction in both Canada and the United States. The Normal School at Toronto, Ontario, and the Oswego Normal and Training School are indebted to it in some degree. In both of those institutions traces of "Object Lessons" similar to those presented by Mr. Ricks, may still be found.

Upon the whole, however, "Object Lessons" have had their day, and have been superseded by "objective" instruction in all the subjects of study in the elementary schools.